

Application of Story Telling Model in Optimizing Children's Speaking Ability

Syarifah Ainy Rambe¹, Husrin Konadi²

¹IAIN Takengon, ainainyipah@gmail.com

²IAIN Takengon, husrin.konadi92@gmail.com

ABSTRACT

The development of speaking skills is a very important ability to be developed at an early age. This study aims to determine the children's speaking ability through speaking activities using the story telling method in children of group B Raudhatul Athfal Buntul Siri, Kebayakan sub-district, Central Aceh district. The speaking activity uses a varied and interesting story telling method so that it can motivate children's interest.

This type of research is a collaborative classroom action research with Kurt Lewin's model. Each cycle consists of four stages: planning, implementation, observation and reflection. The research subjects were children of Raudhatul Athfal Buntul Siri, Kebayakan District, Central Aceh Regency, totaling 21 children. The object of the research is the children's speaking ability through the story telling method. Data collection techniques using observation and documentation. The instrument used in the observation is in the form of an assessment sheet. The data analysis technique used is descriptive analytic with quantitative data.

The results of this study indicate an increase in children's speaking skills through the story telling method in Raudhatul Athfal Buntul Siri, Kebayakan District, Central Aceh Regency. This is evidenced by the achievement of indicators of the success of children's speaking ability which has reached 80%. The child's speaking ability has increased after the researcher gave the action which was carried out through several stages and processes, namely: 1). The teacher uses story books during story telling activities 2). Children are asked to repeat the story that has been told in a simple way 3). Children are given the opportunity to speak in front of their classmates 4). Teachers always provide motivation so that children become enthusiastic and enthusiastic in participating in speaking activities.

Keywords: *speaking ability, story telling*

I. INTRODUCTION

Law Number 20 of 2003 concerning the National Education System Chapter 1, Article 1 Paragraph 14 states that early childhood education can be said to be a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help growth and development. physical and spiritual development so that children have readiness to enter further education(1).

Suyadi stated that early childhood education is a form of education that focuses on laying the foundation for physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), social emotional (attitudes and behavior as well as religion), language and communication, which are adapted to the uniqueness and stages of development that early childhood goes

through(2). Readiness to enter further education for early childhood, of course, is to develop all aspects of development in children(2).

To be able to speak a child must be able to speak. Hasanah further defines language as a system of sound signs that are agreed to be used by members of certain community groups in working together, communicating, and expressing themselves(3), because language is a system than can consist of many languages. As for speaking, it is the foundation of verbal language

In accordance with the Regulation of the Minister of Education and Culture Number 137 of 2014 concerning National Standards for Early Childhood Education, the level of achievement of the development of children aged 5-6 years in the scope of language development aspects, states that children should have developed expressive language skills, especially speaking skills, namely children have more words. -words to

express ideas to others, able to answer more complex questions and able to continue some stories or fairy tales that have been heard. Minister of Education and Culture Regulation Number 146 of 2014 concerning the 2013 curriculum for early childhood education states that children aged 5-6 years show expressive language skills by expressing verbal and non-verbal language(4).

By having good speaking skills, children can channel their ideas and feelings according to the context and situation when they are talking. In addition, the ability to speak is also able to give birth to generations of cultured nations because they are accustomed to communicating with their environment according to the context, situation, and speech when speaking.

Based on the Regulation of the Minister of Education and Culture Number 137 of 2014 concerning National Standards for Early Childhood Education above, in Raudhatul Athal Buntul Siri there are children whose speaking abilities are still not optimal. Based on the initial observations made by researchers at Raudhatul Athal Buntul Siri during the learning process, not all children participated actively. There are children who have not been able to express and express ideas verbally, more children who have not been able to answer complex questions in the learning process when the teacher asks questions during the introduction of themes and sub themes or when the core learning process does not actively participate. The teacher does simple and less creative questions and answers so that the children's vocabulary does not increase. Thus it can be said that children in class B1 RA Buntul Siri have low speaking skills, this is caused by learning methods that are less attractive, creative, and innovative so that they have not stimulated children's speaking skills.

Story Telling is an activity to tell something by telling about actions or events so as to provide information to listeners(5). The story telling method is widely applied in early childhood learning activities because this method can attract children's interest to take part in the learning process activities because it feels more

fun in addition to the learning objectives are also achieved(5).

Snowden stated that Story telling (storytelling) is the provision of verbal learning experiences for early childhood, so that Story telling (storytelling) activities can provide children with learning experiences to practice listening to information about information knowledge, values and attitudes to be lived, and applied in life daily(6).

According to Rambe, story telling is a storytelling method that is carried out in an effort to introduce, provide information or explain new things in order to convey learning that can develop various basic competencies for early childhood(7).

Based on the background conditions that occurred in RA Buntul Siri, the researchers wanted to investigate the use of the story telling method in optimizing children's speaking skills, so with this research it is hoped that there will be an update in science.

II. METHOD

This research uses Classroom Action Research (CAR) with an analytical descriptive approach with quantitative data, namely investigating the application of the story telling method in optimizing the speaking ability of children in Raudhatul Athfal Buntul Siri. The selection of these types and approaches is based on the consideration that in order to investigate story telling and as a problem solving strategy by utilizing real actions and reflecting on real life(8). The actions taken in this study were through collaboration between researchers and teachers who used the story telling method to optimize children's speaking skills.

The subjects in this study were group B1 children with a total of 21 children, consisting of 9 boys and 12 girls.

Assessment Criteria Based on Permendiknas No. 58 of 2009, the indicators of success are divided into four assessment criteria, namely(4) :

1. BB (Undeveloped), It is said to have not developed if the child does it with the guidance of the teacher.

2. MB (Starting to Develop), is said to have begun to develop if the child does it still has to be reminded / assisted by the teacher in carrying out activities
3. BSH (Developing According to Expectations), It is said to develop according to expectations if the child does it independently and consistently
4. BSB (Very Well Develop),

It is said to be successful if the child does it independently and consistently and can help his friends(9).

The success of the action is an illustration that the action has achieved the desired target. To find out how the success of an action that must be considered is the criteria in this study if the child's speaking ability has reached 80% contained in the Very Good Developing Criteria (BSB) so it is easy to conclude that an action has been successfully implemented(10).

In this study, the data collection technique used was observation. Observation is a data collection technique by conducting observations on ongoing activities(10).

This research uses participant observation method. In this case, the researcher observed and recorded the implementation of learning and was directly involved with the activities carried out by the children. Researchers and collaborators made observations during this storytelling activity. Researchers provide an assessment of the process when the application of the story telling method takes place.

III. Result And Discussion

Before conducting classroom action research, pre-action research is carried out first, this is used to obtain data on the abilities of each child. Then the data obtained is used to measure the level of speaking ability possessed by the child. At this pre-action stage, it shows that the RA Buntul Siri child in improving the child's speaking ability still needs an improvement in learning, this is because many children are not yet capable of communication and in terms of composing good words in language.

The data from the observation results above, it can be said that the achievement of the

child's speaking ability began to develop. The criteria that the child had showed the criteria for not developing 9 children, starting to develop 5 children, developing according to expectations 4, and developing very well 3 children from the speaking ability table. The above actions can be clarified through the recapitulation table below:

Table 1

Data recapitulation of pre-action children's speaking ability

No	Criteria	Amount	%
1	Undeveloped	9	42%
2	Start to develop	5	23%
3	Growing as expected	4	19%
4	Growing well	3	14%

From the data in the recapitulation table of the percentage of children's speaking abilities, it is obtained information that children are in the criteria of not developing there are 9 children, namely because the child is the youngest among other friends, each activity still requires teacher assistance. There are 5 children who have the criteria for starting to develop, developing according to expectations there are 4 children and developing very well there are 3 children. 3 people who scored very well were able to express their own ideas in storytelling.

When participating in learning activities with the story telling method, children listen to the teacher telling stories. After hearing the teacher tell the story, the teacher asked the children about what the teacher told them. Next, the child will be asked to retell the story that has been told in a simple way. This activity can certainly improve children's speaking skills so that children are able to apply them in everyday life.

Based on the results of learning observations, the researcher and the collaborator (class teacher) RA Buntul Siri jointly designed actions for learning activities in cycle 1.

Things that need to be carried out in the first cycle of action include determining the time

of action, planning activities, selecting and preparing learning media to be used, as well as preparing observations to conduct research.

The time of action is discussed in advance with the class teacher, so as not to interfere with the lesson plans that are already in school. The preparation of the story is adjusted to the theme of Allah's creation of Animals and the Sub-Theme of Wild Animals.

Observation instruments that already exist are discussed with the teacher in advance, so that the classroom teacher can provide motivation as well as participate in observing the course of action

This implementation is carried out collaboratively between researchers and collaborators. Prior to the implementation of learning, the researcher and collaborators discussed in advance about the implementation, materials, equipment, and equipment needed in learning so that activities can run smoothly. The application of the story telling method in optimizing children's speaking skills is carried out with the theme "Animals Created by Allah" with the sub-theme "Beasts". The meeting began with an opening activity. the first thing to do is to condition the children to line up in the yard to take part in the Monday ceremony, then after finishing the children are directed to go to class. Next enter the class, then pray before studying, after that together read memorization short letters, singing, clapping with various variations and attending to the presence of children. Then the teacher invites the children to do a question and answer activity about God's creatures. children's favorite animals and how children take care of their favorite animals.

The teacher explains these beasts with a picture story book. In the book there are various pictures that introduce wild animals, their habitat and their food. After the theme introduction activity is complete, start the core activity by providing an explanation of storytelling activities using the story telling method delivered by the teacher.

The teacher also explains the rules for today's activities. "Today's children, the teacher brought a story book, now I will tell you about the

contents of this book, please pay attention for a moment, okay?". "Mother today brought a story book about the Tiger and the Monkey, anyone want to listen to the mother tell the story?" all the children looked enthusiastic to take part in the storytelling activity. When the child was able to be conditioned, the teacher would start telling stories using the story books that had been provided. The children were asked to listen to the story told by the teacher.

When children do activities, researchers and collaborators observe and record children's development. In addition, researchers also motivate and give praise to children in carrying out activities. Researchers give positive praise for what the children have done today. The researcher observed the children's speaking ability through the aspects in the research instrument.

The data from the action results of cycle 1, the child's speaking ability can be clarified through the recapitulation table below:

Table 2

No.	Criteria	Amount	%
1	Undeveloped	-	0%
2	Start to develop	12	57%
3	Growing as expected	4	19%
4	Growing well	5	23%

Based on the data recapitulation of the children's speaking ability in Cycle I above, it can be seen that there are 12 children who have the criteria for developing children with a percentage of 57%. The 12 children have begun to be able to speak by expressing opinions and expressing their ideas in storytelling but still with the help and guidance of the teacher, children are developing according to expectations has been able to ask and answer more complex, very well developed children 5 children. The five children have begun to be able to speak fluently by conveying their ideas and opinions and dare to appear in front of the class.

The children's speaking ability developed sufficiently after the actions in cycle 1.

Based on the reflections made, the researchers planned the actions again so that the application of the story telling method in optimizing children's speaking skills could develop more optimally. The planning is prepared and implemented in cycle II.

The implementation of the second cycle was carried out with the theme of God's creation of animals and the sub-theme of wild animals. The meeting began with an opening activity. The first thing to do is to condition the children to line up in front of the class, say greetings, read hadith and their movements, then do physical-motor activities outside the classroom. This physical-motor activity is carried out by singing and doing fun gymnastics, with the aim that children are happy in starting the activities to be carried out. After the opening activity was completed, the next thing the researchers did was to invite the children to enter the classroom, then pray before studying, after that together they read memorization short letters, sing, clap with various variations and attend to the children's presence. Then the teacher invites the children to do a question and answer activity about the animals created by God. favorite animal children and how children take care of their favorite animals.

The teacher explains these various animals with picture story books. In the book there are various pictures that introduce various kinds of animals, their habitat and their food. The children seemed happy with the Q&A activity. After the Q&A activity was completed, the children were invited to go out for a while to do physical activities, namely playing. When playing, the children return to the classroom.

After the children enter the classroom, the main activity begins by providing an explanation of storytelling activities using the story telling method delivered by the teacher. The teacher also explains the rules for today's activities. "Today's children, the teacher brought a story book, now I will tell you about the contents of this book, please pay attention for a moment!". "Mother today brought a storybook about "Elephant Sneezing". So, is there anyone who wants to listen to your mother tell me?" When the child

can be conditioned, the teacher will start telling stories using the story books that have been provided. The children were asked to listen to the story told by the teacher. After the teacher finished telling the story, the teacher asked and answered according to the story line. In the process of the activity, the researcher and teacher observed the improvement of children's speaking skills through the application of the story telling method.

During the activity, the researcher and collaborators observed and recorded the child's development. From the table of children's speaking ability in Cycle II above, it can be clarified through the recapitulation table below.

Table 3
Recapitulation of children's speaking ability
cycle II

No	Criteria	Amount	%
1	Undeveloped	0	0%
2	Start to develop	1	4%
3	Growing as expected	2	9%
4	Growing well	18	85%

From the recapitulation table of the percentage of children's speaking ability in cycle II, it can be obtained information that children who are in the criteria of starting to develop there are 1 child or 4%, the child still depends on the teacher's instructions in repeating the story simply. There are 2 children who develop according to expectations, the child has started to dare to appear in front of the class than before by retelling the story that has been told in a simple way. There are 18 children who are developing very well, these children have dared to appear in front of the class by repeating simple stories.

The results of the action are as follows:

- The implementation of learning in the application of the story telling method in optimizing children's speaking skills is more enthusiastic and more focused in participating

- in learning activities using this story telling method.
- b. Learning has involved children to become active learners.
 - c. Learning activities using the story telling method that are presented can encourage children to be more creative, in this case the children really experience improvement after being given this activity gradually and continuously, the child is in the criteria of developing very well.
 - d. Classroom action research was stopped because the children's speaking ability had developed optimally in accordance with the criteria for success indicators in the study.

The optimization of children's speaking skills can be seen from the following table:

Table 4

Result of recapitulation of Pre-action, Cycle I and Cycle II

No.	Name	Preaction	Cycle I	Cycle II
1.	AA	BSH	BSH	BSB
2.	SA	BSB	BSB	BSB
3.	SD	MB	BSH	BSB
4.	CC	BSH	BSB	BSB
5.	DF	BSH	BSB	BSB
6.	GH	BSH	BSH	BSB
7.	JJ	BSB	BSB	BSB
8.	YU	BSB	BSB	BSB
9.	RT	MB	MB	BSB
10.	WE	MB	MB	BSH
11.	SW	MB	MB	BSB
12.	SA	BB	BB	BSH
13.	SR	MB	BSH	BSB
14.	AI	BB	MB	BSB
15.	RE	BB	MB	BSB
16.	WT	BB	MB	BSB
17.	WY	BB	MB	BSB
18.	VV	BB	MB	BSB
19.	IP	BB	MB	MB
20.	OL	BB	MB	BSB
21.	KU	BB	MB	BSB

Description : BB (Not Developed), MB (Starting To Develop), BSH (Developing As Expected), BSB (Developing Very Well).

Based on the table above, it is known that children who have achieved more optimal mastery of speaking skills that are included in the criteria for developing very well in pre-action are 14% or there are 5 children who fall into the criteria for developing very well. In the first cycle, the speaking ability of children who entered the criteria for developing very well increased by only 23% or 5 children. And in cycle II it increased quite a lot, namely 85% or there were 18 children who entered the criteria for developing very well. In view of the success of this study, therefore this research was discontinued.

From the description above, it can be seen that through storytelling activities can optimize children's speaking skills. This is also in accordance with the findings of Syamsuardi which states that the story telling method affects the ability of children to speak(11). In addition, the ability of children to speak is influenced by the use of learning methods that are fun for children. One method that can optimize children's speaking skills is the story telling method by using media that is attractive to children in accordance with the opinion of Oktanisfah which states that the methods used in learning can improve children's speaking skills even in foreign languages(12). In addition to the varied methods, various stimulations carried out by researchers with teachers/collaborators from storytelling activities that have been carried out, as well as motivation, praise, rewards, in children have succeeded in changing children's learning outcomes for the better. This is also in accordance with the findings of Sulistya. which states that the reward method has an effect on improving speaking in learning(13).

IV. CONCLUSIONS AND RECOMMENDATION

Based on the results of the research and discussion presented, it can be concluded that the speaking ability of children in Raudhatul Athfal Buntul Siri can be increased through the application of the Story Telling Method gradually and continuously. The application of the Story Telling Method in Optimizing Children's

Speaking Ability in Raudhatul Athfal Buntul Siri can be seen from the observations obtained in each cycle which has increased. From the results of observations, it was shown that in pre-action children who reached the criteria were good at a percentage of 14% or there were only 3 children who entered the criteria for developing very well. Cycle I The application of the story telling method in optimizing children's speaking skills increased again to 23% or 5 children. And in the second cycle, the application of the story telling method in optimizing children's speaking skills increased again to 85% or 18 children who entered the criteria for developing very well. Based on the results of these observations, the implementation of the action is said to be successful because 85% or 18 children in RA Buntul Siri have achieved the criteria/indicators of success in this study.

V. Thankyou Note

The authors thank the entire research team, and to all the RA Buntul Siri school for giving the time and place and permission to researchers to conduct research

REFERENCE

1. Pendidikan Nasional M. Undang Undang No 20 tahun 2003 tentang system pendidikan Nasional. 2010;
2. Widi SCP. Kemampuan Motorik Kasar dan Halus Anak Usia 4-6 Tahun. *J Pendidik Jasm Indones*. 2015;11(2).
3. Hasanah N, Sugito S. Analisis Pola Asuh Orang Tua terhadap Keterlambatan Bicara pada Anak Usia Dini. *J Obs J Pendidik Anak Usia Dini*. 2020;4(2):913–22.
4. Fadlillah M. Komparasi Permendikbud Nomor 137 Tahun 2014 Dengan Permendiknas Nomor 58 Tahun 2009 Dalam Pembelajaran PAUD. *J INDRIA (Jurnal Ilm Pendidik Prasekolah Dan Sekol Awal)*. 2016;1(1):42–53.
5. Hyvärinen M. Analyzing narratives and story-telling. *Sage Handb Soc Res methods*. 2008;1:447–60.
6. Snowden D. Story telling: an old skill in a new context. *Bus Inf Rev*. 1999;16(1):30–7.
7. Rambe AM, Sumadi T, Meilani RSM. Peranan Storytelling dalam Pengembangan Kemampuan Berbicara pada Anak Usia 4-5 Tahun. *J Obs J Pendidik Anak Usia Dini*. 2021;5(2):2134–45.
8. Ghony MD. Penelitian tindakan kelas. UIN-Maliki Press; 2008.
9. Zahro IF. Penilaian dalam pembelajaran anak usia dini. *Tunas Siliwangi J Progr Stud Pendidik Guru PAUD STKIP Siliwangi Bandung*. 2015;1(1):92–111.
10. Jaya PRP. Pengolahan hasil penilaian pendidikan anak usia dini. *J Lonto Leok Pendidik Anak Usia Dini*. 2019;2(1):76–83.
11. Syamsuardi S, Musi MA, Manggau A, Noviani N. Metode Storytelling dengan Musik Instrumental untuk Meningkatkan Kemampuan Menyimak dan Berbicara Anak. *J Obs J Pendidik Anak Usia Dini*. 2022;6(1):163–72.
12. Oktanisfia N, Susilo H. Penerapan model pembelajaran story telling dalam meningkatkan English speaking skill at Mr. Bob English course. *JPUS J Pendidik Untuk Semua*. 2021;5(1):48–53.
13. Sulistyawati E, Tesmanto J. Penerapan Metode Reward Dan Punishment Untuk Mengembangkan Kemampuan Emosional Dasar Anak Di PAUD Darul Amani Kosambi. *Res Dev J Educ*. 2021;7(2):511–7.